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ABSTRACT

Sponsored by the Schools Council (an independent national body responsible for curriculum and examinations), the project has been concerned with devising new materials in career education for pupils and teachers. The basic philosophy of careers education is a continuous process that actively involves students in discovering individual potentialities as well as the real world of work. It includes knowledge of basic employment facts, decision making skills, and the development of sufficient social competence. The materials will consist of: a foundation course for third year secondary education pupils, a continuation course for fourth and fifth year pupils, and a concluding course for sixth form pupils and students in further education. The foundation course has been divided into eight sections that correspond to issues of a newspaper which are used as starting points for lessons. Of the 180 schools in England, Wales, and Northern Ireland that are helping in the project, 30 schools are designated as pilot schools to be monitored by regular visits. The schedule for trial of continuation course materials is September 1973. The project encourages local units, involvement of teachers, and advisement from a consultative committee and advisory panel. (EA)

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Schools Council

Careers Education and Guidance Project

Progress Report 1971-72

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Careers Education and Guidance Project
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22nd November 1972

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SCHOOLS COUNCIL

CAREERS EDUCATION AND GUIDANCE PROJECT

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PROGRESS REPORT 1971-72

The Schools Council

The Schools Council is an independent national body with responsibility for curriculum and examinations. The Council sponsors many curriculum development projects in order to develop and test new classroom techniques and materials. The results of its projects are examined by the Council and, if approved, offered to publishers for commercial publications.

Impington Village College

The Cambridgeshire and Isle of Ely Education Authority, the grant holder for the Schools Council, has provided a base for the project at Impington Village College. The offices include work rooms for the team, secretarial facilities and a resources centre.

The Project Staff

The Project Director is Mr. K.A. Devine who was previously Senior Careers Advisory Officer with the Cambridgeshire and Isle of Ely Education Authority. The team consists of three teachers, a careers officer and industrialist and an artist/designer. The teachers are Mr. D.R. Cleaton, previously Head of Guidance at the Barnwell School, Stevenage; Mr. R.P. Heppell, previously Head of Guidance and Sixth Form at South Shields Grammar Technical School, and Mr. J.A. Storey, previously Careers Teacher at St. Thomas Aquinas Grammar School, Leeds. Mr. R.J. Field, the Careers Officer, is seconded from the Department of Employment. The Industrialist is Mr. C. Handscomb, who is an associate adviser of the Industrial Society. Mr. G.T. Reece, the Artist/Designer, was previously doing similar work with the Modern Languages Project at York University.

The secretarial staff consists of Mrs. E.M. Julian, Project Secretary, and three assistants, Mrs. E. Johnson, Mrs. J. Mela and Miss J. White.

Careers Education and Guidance

Teachers are more and more aware of the fact that pupils need full preparation for their entry into the world of work. In this context the Careers Education and Guidance Project has the task of devising new materials for pupils and teachers to use. Careers Education is interpreted in a wide sense; while it includes knowledge of the basic facts about employment, it must also concentrate on helping young people to understand fully the world of work, to form a realistic assessment of themselves, to acquire the necessary skills for decision making and to develop sufficient social competence to cope with the varied situations in which young adults find themselves in the world of work.

Curriculum Development Materials

The first task of the project was to study the philosophy of Careers Education and to prepare plans for the production of materials.

The basic philosophy is that Careers Education should be a continuous

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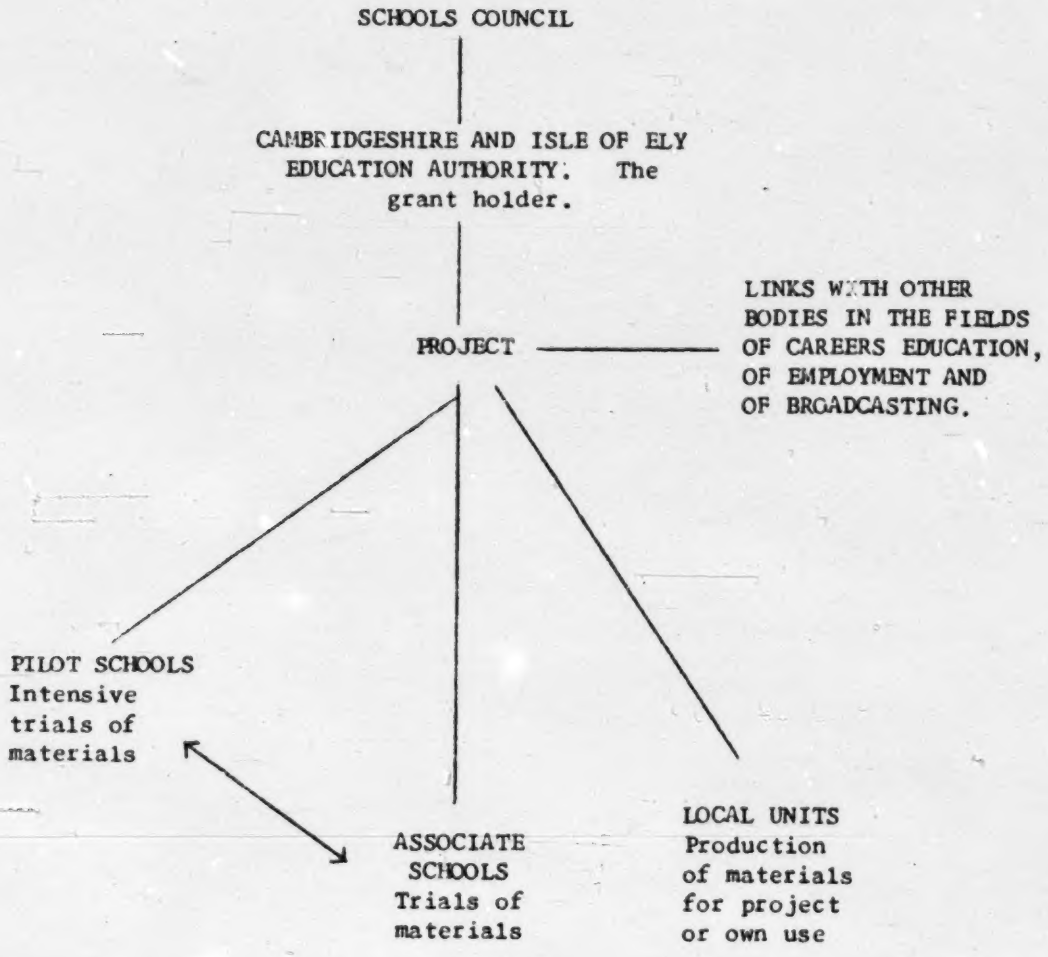
SCHOOLS COUNCIL
CAMBRIDGESHIRE AND ISLE OF ELY EDUCATION AUTHORITY. The grant holder.
PROJECT
LINKS WITH OTHER BODIES IN THE FIELDS OF CAREERS EDUCATION, OF EMPLOYMENT AND OF BROADCASTING.
PILOT SCHOOLS Intensive trials of materials
ASSOCIATE SCHOOLS Trials of materials
LOCAL UNITS Production of materials for project or own use

DIAGRAM I

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process, geared to the needs of young people as their vocational interests develop. It should involve the pupils actively in experiences which lead them to discover their own potentialities and to become increasingly aware of the real world of work.

The materials will constitute one course which is intended for pupils of all abilities. It consists of the following elements:-

FOUNDATION COURSE	:	for pupils in the third year of secondary education.
CONTINUATION COURSE A	:	for pupils in the fourth and fifth years of secondary education.
CONTINUATION COURSE B	:	for sixth form pupils and for students in Further Education.

The Foundation Course

As the name suggests, the purpose of this course is to lay the foundations for deeper and more effective careers education in the later years in the secondary school. Pupils are encouraged to explore their fantasies about careers, to become aware of the community at work, to make preliminary assessments of their interests and to make a wise choice of option subjects.

Framework

In order to achieve the objectives, careful consideration was given to the choice of medium. It had to satisfy the following requirements:-

1. Serve a large audience.
2. Cover a wide ability range.
3. Cater for broad interest levels.
4. Have mass appeal.
5. Be flexible in terms of interest and ability and for a variety of methods used by teachers.
6. Contain a variety of visual stimuli.
7. Have a pupil-centred approach.
8. Be capable of encouraging parental and family involvement.
9. Be adaptable to local needs.
10. Low cost.

It was apparent that a newspaper would satisfy all of these requirements. Accordingly the Foundation Course was divided into sections and each section is covered by an issue of the newspaper, FRAMEWORK, of which there will be eight. The newspaper articles are intended to be used as starting points for lessons; one lesson may be covered by several articles each offering material for different levels of ability or areas of interest.

The Foundation Course is at present being tried out in 180 schools in England, Wales and Northern Ireland.

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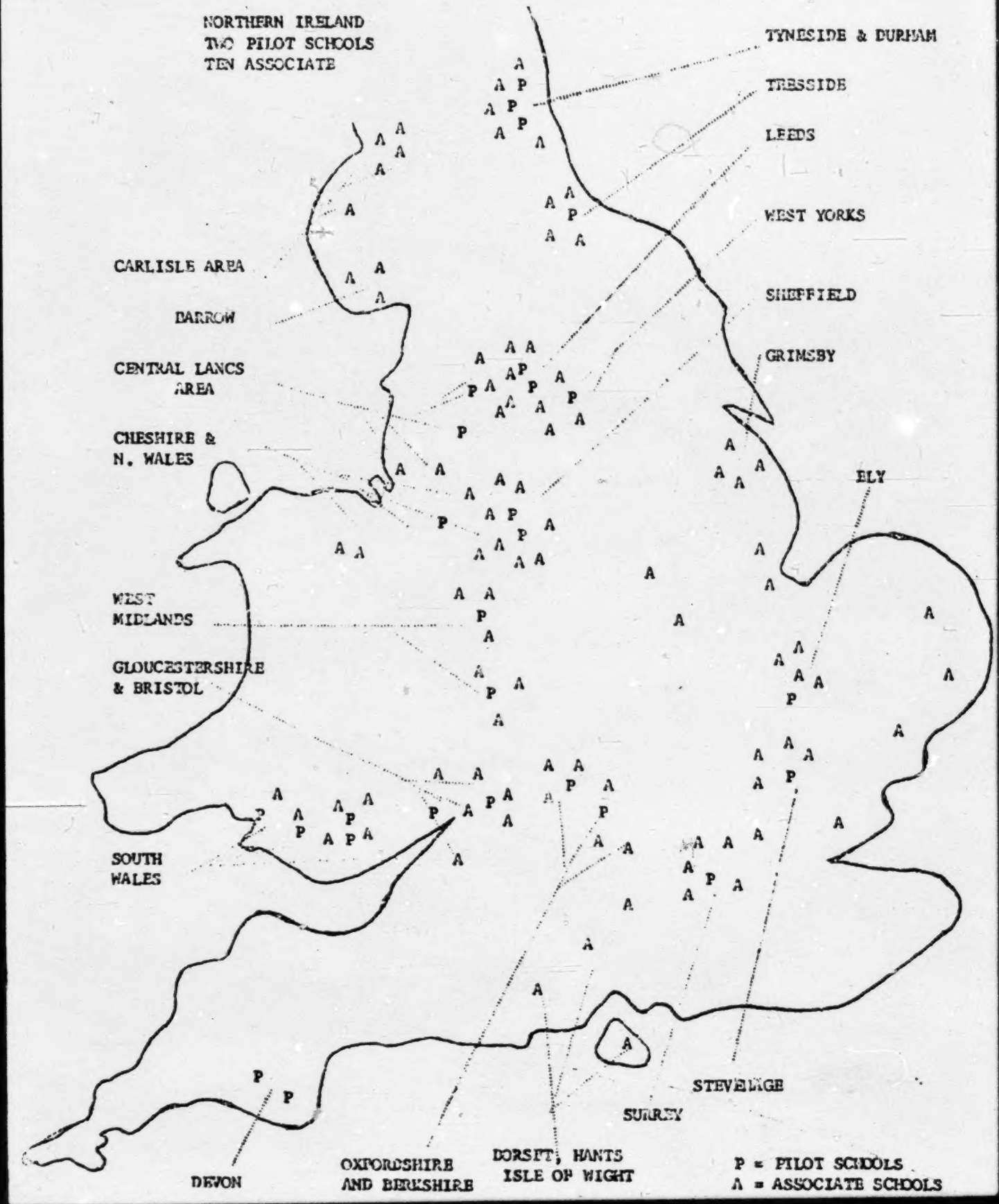
DIAGRAM 2. MAP TO SHOW MAIN AREAS IN WHICH PILOT AND ASSOCIATE SCHOOLS ARE SITUATED



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Continuation Course

The project will begin work on the Continuation Course early in 1973. It is hoped that the first materials will be on trial in the schools in September of that year.

Materials Trials

Some 180 schools in England, Wales and Northern Ireland (see Diagram 2) are helping the project by trying out the materials and reporting back on its effectiveness. Thirty of the schools are designated as Pilot Schools; in these the progress is monitored by regular visits by a member of the team. The other schools, Associate Schools, are not visited, but do attend occasional meetings (see Diagram I).

Local Units

The project encourages the development of local units, consisting of teachers, careers officers and employers, in order to involve a wide range of people in the task of developing materials for careers education. Some of these materials will be incorporated in those of the project, others will serve local needs.

Spreading the Word

In addition to the work on teaching materials, the team has been involved in meeting teachers all over the country, informally in schools and formally at courses and conferences.

Special training courses were held in September 1972 for teachers in Pilot and Associate Schools to enable them to study the philosophy of Careers Education and to practise the methods involved in the Course.

Consultative Committee and Advisory Panel

In accordance with normal Schools Council practice, a Consultative Committee has been established to advise the project on all aspects of its work. The committee consists of representatives from education, (secondary, further and higher), Central Youth Employment Executive, employers, Trades Unions and the media.

There is also an informal Advisory Panel of teachers and careers officers which meets regularly for discussions with members of the team. In this way the project team can seek their advice in the early stages of devising new materials and techniques.

Books which may be of interest

Schools Council Working Paper 40. "Careers Education in the '70s". Evans Methuen : 80p.

"Theory and Practice of Vocational Guidance". Hopson and Hayes. Pergamon Press Ltd.

"Careers Education and Guidance". J. Hayes and B. Hopson. Heinemann Education Books : £3.00.

"A Practical Handbook of Careers Education and Guidance". Editor R.P. Heppell. Careers Consultants : £1.50.

"Books about Careers". Editor P. Walton. Institute of Careers Officers : 40p.

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